

(September to December, 1925.  
(January to March, 1926, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM II. (A and B).

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *The Bible for the Young*, by Dr. Paterson Smyth: (a) *Genesis*, lessons 17-24, inclusive (P.N.E.U. Office, 2/-). (b) *St. Mark's Gospel*, lessons 1-8, inclusive (P.N.E.U. Office, 1/6). [Suitable parts from *Genesis*, chapters 37, 39-50, inclusive, and from *St. Mark's Gospel*, chapters 1-9, verse 8, inclusive.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. S.P.C.K. *Bible Atlas* (1/-).

A & B Sunday Reading (optional): (a) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (b) *Helps to the Study of the Bible* (Oxford Press, 4/-). (c) (A) *The Red Book of Heroes*, by Mrs. Lang (Longmans, 5/-); Florence Nightingale, Howard, Palissy. *Scott's Last Expedition* (Murray, 1/9). (B) *The Story of Lord Roberts* (Nelson, 1/6).

Sunday occupations:

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 103rd term of work set since the Parents' Union School began.



For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1925). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

#### Writing.

- A & B *A New Handwriting*\* (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Macbeth*, or from Poetry Books set. Two perfectly written lines every day.

#### Dictation.

- A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and citizenship. Words not known to be visualized (see *Home Education*, pp. 240-243).

#### Composition (written or oral narration daily after each lesson).

- A Stories from work set in (a) History and Reading, or, (b) events of the day, etc., from well-written papers. Write verses on heroic deeds.  
B Stories from the term's reading. Children in B who cannot write easily may narrate part.  
A & B Take the P.U.S. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 2/8 a year), and send a contribution in verse or prose.

#### English Grammar (See N.B. 3.)

- Parse and point out Subjects, Verbs, Objects, every week, making progress each term.  
A Meiklejohn's *Short English Grammar*\* (2/-), pp. 79-105, 124-135, (for analysis and verse see pp. 141-167), or, *The Parts of Speech and their Uses*,\* by H. W. Household (Macmillan, 1/9), pp. 85-105.  
B *The Parts of Speech*,\* pp. 27-89.

#### English History.

- A & B *A History of England*,\* by H. O. Arnold-Forster (Cassell, 8/6), (1860-1918), pp. 783-836, chapters 76-80, inclusive.  
Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly).

#### French History.

- In French History time: (A) *Lord Kitchener*, by D. Mackenzie (Blackie, 2/3), pp. 7-28 and 97-160. (B) *The Story of Lord Roberts*, by E. F. Sellar (Nelson, 1/6).

#### General History.

- A *The British Museum for Children*,\* by Frances Epps (P.N.E.U. Office, 3/3), chapter 9. Teacher study preface. British Museum Postcards, Series 34 (direct from British Museum, 1/-). *The Ancient World*,\* by A. Malet (Hodder & Stoughton, 3/6), pp. 110-143.  
Keep a Book of Centuries (P.N.E.U. Office, 1/9, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

#### Citizenship.

- A North's Plutarch's *Lives: Pericles*\* (Blackie, 1/-). Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader*,\* by H. O. Arnold-Forster (Cassell, 2/6), pp. 13-46.  
B *Stories from the History of Rome*,\* by Mrs. Beesly (Macmillan, 2/6), pp. 1-61.

#### Geography (see N.B. 10).

- In all cases "Ambleside" map questions to be answered from map *before each lesson*; then reading and narration; memory sketch maps. All Geography to be learnt with map.  
A *Western Europe*\* (Cambridge Press, 3/6), pp. 9-14, 77-127 (Holland, Norway, Sweden, Germany). *Days to Remember* (The Great War), by J. Buchan and H. Newbolt, Part IV., chapters 21, 23-25, 29 (Nelson, 1/9).  
B *The British Isles*\* (Cambridge Press, 3/6), pp. 11-18, 72-112, or, (overseas children) *Asia*, by N. B. Allen (Ginn, 4/6), pp. 178-241 (omitting exercises).  
A & B *Round the Empire*,\* by Sir George Parkin (Cassell, 3/-), pp. 214-244. Philips' *Modern School Atlas of Comparative and Commercial Geography*\* (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers.

#### Natural History, etc.

- A *Life and Her Children*,\* by Arabella Buckley (Macmillan, 6/-), pp. 66-102.  
B Kingsley's *Madam How and Lady Why*\* (Macmillan, 4/6), pp. 82-133, chapters 5, 6 and 7.  
A & B (a) *The Sciences*,\* by E. S. Holden (Ginn & Co., 3/9), pp. 148-182: children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. (b) For children who have read *The Sciences, An Introduction to Elementary Botany*,\* by C. L. Laurie (Allman, 1/6), chapters 10-14, inclusive.<sup>1</sup> Keep a Nature Note-book (P.N.E.U. Office,

<sup>1</sup> For Teachers (a) in the Tropics, *Plant Studies*, by I. C. Fortey (Blackie, 2/-); (b) in America, the American edition of *First Studies of Plant Life*, by G. F. Atkinson (Ginn, 4/6). Subjects as in programme, or, according to season.



6d., and see *Home Education*, pp. 54-55). Make special out-door studies for the season, with drawings and notes, e.g., (A) climbing plants and plant protection, (B) wild fruits and seeds. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-); or, *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

#### Picture Study.

A & B Reproductions\* of six pictures by Dirk Bouts (P.N.E.U. Office, 2/-). Teacher see notes in the September *Parents' Review*, 1925, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

#### Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,\* by H. Bompas Smith (Methuen, 2/6), pp. 135-149. Revise Tables.

B *A New Junior Arithmetic*,\* pp. 34-52, or, continue. Much care with tables and rapid oral work. For teacher's occasional use *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

#### Geometry or Algebra (2nd year in II.A). (See N.B. 3).

A *Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 30-42; or, *A School Algebra*,\* by H. S. Hall (Macmillan, 3/6), pp. 10, 26-31. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

#### Latin (see N.B. 3).

A First year: Scott and Jones' *First Latin Course*\* (Blackie, 2/6), continuous passages to be followed by narration. Sections 39, 46, 53, 58, 73, 76, 79; 39A, 44A; 50A; 72A, 73A; Vocab.: 26-79. Declensions of "bonus" and "pulcher" (pp. 124-125). Imperf. Indic. Active of "sum" and the four regular conjugations.

Second year; *Gradatim*\* (Longmans, 2/-), Translations 25-30, for narration, with necessary grammar from Dr. Smith's *A First Latin Course*\* (Murray, 4/-), sections vii.B and viii.

#### French I (see N.B. 3).

Siepmann's *Primary French Course*,\* Part I. (Macmillan, 3/-): teacher study Preface and read Lesson aloud, translating with the children's help; children afterwards narrate in French. (A), Lessons 13-15, (B), 4-6, inclusive, with grammar and exercises; or, better, *Cours de Français, Méthode Orale*,\* Book 2, by F. Thémin (Hachette, 2/6), (A), pp. 101-111; (B), 26-37. Optional, for narration, *Le Savetier des Fées*\* (Blackie, 6d.).

<sup>1</sup> Schools may substitute Irish or Welsh.

A & B *Recueil de Poèmes*,\* Vol. I., by J. Molmy (Blackie, 6d.). *French Songs*, by Violet Partington (Dent, 1/-). Teacher will find useful, (B), *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with Music (Jackson & Sons, 8/6, Letter Box, 3/6).

#### Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Sketches of figures at work. Six (a) wild fruits, (b) studies of animals, that you have been able to watch, in brush-drawing. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)\*: pencil must not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

#### Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Genesis* 45, and from *St. Mark's Gospel*, (b) Psalm 67, (c) one hymn, and one of the following:—(d) a scene from Shakespeare's *Macbeth*, or, fifty lines from (e) *Lyra Heroica*\* (Macmillan, 3/6), or, from *A Choice of Songs*,\* by R. Kipling (Methuen, 2/-).

#### Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *Macbeth*\* (Blackie; Plaintext Edition, 6d.). Longfellow's *Poems*\* (any complete edition, e.g., Warne, 2/6): Place-poems (Germany and Scandinavia).

A Stevenson's *Treasure Island*\* (Cassell, 1/6); Martineau's *Feats on the Fiord*\* (Dent, 2/-). Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 186-215.

B *Alice through the Looking Glass*\* (Macmillan, 9d. or 1/3), or, Dickens' *A Christmas Carol*\* (Nelson, 1/6). *The Heroes of Asgard*\* (Macmillan, 4/6), pp. 212-262.

#### Musical Appreciation.

Beethoven, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6).

#### Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music in *The Term's Music*.

#### Singing. (See Programme of Music.)

Two carols from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-), or, from *Christmas Carols*, edited by Sir J. Stainer, First Series (Novello,



1/6). Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 21 and 22, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 38-40 (Curwen, 3/-).

#### Drill.

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil J. Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Skipping. Teacher may find useful *How to Teach School Dances* (Evans, 4/6).

#### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Cooking: *The Tried Favourites Cookery Book* (Marshall, 2/6). Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) Make Christmas presents, e.g., *Papier Mâché Bowls* (Dryad leaflet No. 15, 4d.) Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): make a garment. Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1, e.g., arrange a scene for acting from *Alice through the Looking Glass* or *Dickens' Christmas Stories*.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (ages, say, 10-12).

N.B. 2.—Each child should have a copy of all books, etc. marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Music" onwards are advisable but optional.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (5/6), *An Essay towards a Philosophy of Education* (10/6), by C. M. Mason (P.N.E.U. Office).

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (not less), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 7.—This Programme is for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools who have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 2/8 yearly.

N.B. 9.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 10.—During the revision of the *Ambleside Geography Books*, alternative work will be set. This will not however prevent those members who wish to do so from continuing to use Book III., *The Counties of England*: (A), pp. 44-82; (B), pp. 157-198.

All letters re School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.



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#### FORM II., (A & B).

PUPILS' NAMES.....

#### Bible Lessons.

- I. A & B 1. Why did Joseph's brothers hate him? What was the consequence? Describe what happened at Memphis when Joseph was brought before Pharaoh.
2. Tell how Joseph presented his brethren and his father to Pharaoh.
- A 3. "Joseph is a fruitful bough . . . . by a well, whose branches run over the wall." Illustrate this from Joseph's life. What lessons may we learn?
- II. A & B 1. (a), "There cometh one mightier than I," (b), "I will make you to become fishers of men," (c), "Stretch forth thine hand," (d), "Damsel, I say unto thee, arise," (e), "I see men as trees walking." On what occasions were these words used? Tell the whole story in two cases.
2. How did our Lord try the faith of the Syrophenician woman? Tell the whole story.
- A 3. "Whosoever shall lose his life for My sake shall save it." How did our Lord explain this to His disciples? What lessons may we learn?

Writing. (Writing is also considered separately in each answer.)

Write A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each written answer).

A Longfellow's poems,—(a), *Hiawatha: The White Man's Foot*, "When I shake . . . flintstone."

B (b), *Hiawatha's Childhood*, "Of all beasts . . Brothers."

#### Composition.

1. A short account in prose or verse (which must scan) on one of the following.—A country walk on a frosty day, a great event at Locarno, the fiords of Norway, "Arion," the death of "Baldur."
2. Describe your favourite scene from *Macbeth*.



### English Grammar.

- A 1. Analyse, parsing the words in italics.—  
“The kitten *sleeps upon* the hearth,  
The crickets long *have ceased* their mirth;  
There's nothing stirring in the house  
Save one wee, hungry, nibbling *mouse*.”

(Meiklejohn)

2. What parts of speech are the following? Show how each word is formed:—*length, shepherd, waddle, oaken, cart-horse, sea-faring, longsighted, overlook, asleep, sometime*.  
3. Make four sentences each, using verbs that take (a), Direct Objects, (b), Indirect Objects, (c), two kinds of Object,

or, (Household)

2. Give examples, in sentences, of four (a), adjectival, (b), adverbial clauses. What part of speech may join these clauses to the principal clause?  
3. Give six examples of Direct Speech. Change these into Indirect Speech, and analyse one example.  
B 1. Pick out Subjects and Predicates in verse above; say what part of speech each word is in line 2.  
2. Make six sentences using pronouns, and give the noun for which each pronoun stands.

### English History.

- A & B 1. Show in what way the following have been steps in the path of freedom, and write what you know about two of them,—(a), the steam engine, (b), the penny post, (c), wireless telegraphy, (d), aeroplanes.  
2. What do you know about the work of three of the following,—(a), Lord Shaftesbury, (b), Dickens, (c), W. E. Forster, (d), Captain Scott, (e), Holman Hunt?  
A 3. Edward VII.'s reign will be remembered as a time of peace and of friendly understanding with various foreign powers. Give some account of the work of King Edward in this connection.

In French History time.

- A & B 1. Why did England take part in the Great War? Show how the Dominions helped.  
A 2. Write a short account of the work of Lord Kitchener, (a), in the Soudan, (b), in the Great War,  
or, 2. What do you know of (a), the Covenant and, (b), the work of the League of Nations?  
B 2. Tell how Lord Roberts came to the rescue when great disaster had befallen England (a), in India, or, (b), in the South African War.

### General History.

- A 1. What may we learn of the life and customs in the 24th Century B.C. from pictures in the rock tombs?  
2. Give some account of the home life of the Athenians after the time of the Persian wars.

### Citizenship.

- A 1. How did Pericles seek to win the favour of the people?  
2. “Those that will see by the light of a lamp must put oil to it to make the light burn.” Tell the story of Anaxagoras and Pericles in this connection.  
3. Explain what is meant when we say “The country governs itself.” Mention some of the duties of every good citizen.  
B 1. Tell how Caius Mucius persuaded Porsenna to make peace with the Romans.

### Geography.

- A 1. Give some account of Holland and its industries with a rough sketch map, putting in boundaries, physical features and chief towns,  
or, 1. Give a map of Yorkshire, putting in the boundaries, physical features and chief towns. Describe the dales and Western Moors. What do you know of the clothing towns of Yorkshire?  
2. Describe the situation and say what you know of the following,—the Nicobar Islands, Singapore, Malacca, Sarawak, Hong-Kong, Mauritius.  
3. Give some account, with a plan, of the attack on Zeebrugge.  
B 1. Say what you know about (a), islands and rocks off the West Coast of Scotland, (b), the Highlands of Scotland.  
1. (Alternative.) What do you know of (a), the Fen Country, (b), the Norfolk Broads, (c), the Vale of the White Horse, (d), Windsor Castle?  
or, 1. (Overseas children.) What do you know of, (a), the people of Turkestan, (b), the Persians on the plateau of Iran, and the way in which they live?  
2. Give a rough sketch-map of India, and put in the boundaries, chief rivers, divisions, mountains and towns.

### Natural History.

- A 1. Describe briefly, with drawings, the life history of two of the following,—(a), feather star, (b), brittle star-fish, (c), sea-urchin.  
2. Explain what is meant by (a), a chemical mixture, (b), a chemical combination, (c), chemical affinity, (d), a chemical compound. Examples.  
3. Explain, with a drawing, a map of the winds of the earth. What do you understand by land and sea breezes?  
or, 3. Describe, with drawings, two kinds of climbing plants that you have found, and two ways in which plants protect themselves.  
B 1. What is a glacier? What do you know of the work of the ice-plough?  
2. What forms of clouds have you seen? Name them. What is a rainbow? How is it caused?



3. How do we know that there were men and women in England when the country was covered with ice and snow?
- or, 3. Describe, with drawings, three kinds of wild fruits, or seeds, that you have found.

#### Picture Study.

Describe *The Meeting of Abraham and Melchisedeck*, by Dirk Bouts.

#### Arithmetic.

- A 1. Find by Practice the value of 3974 articles at £8 : 17 : 11½ each.
2. 42336 apples and 53088 oranges are to be packed separately in the biggest possible crates that contain the same number. How many go into each crate?
3. If 3 tons of sugar are bought at £18 : 13 : 4 per ton and sold at 1¼d. per lb., what is the gain or loss?
- B 1. How many ounces are there in 1 cwt. 18 lbs. 6 oz.?
2. If 6 kg. are bought for £25 and sold at the rate of 1¼d. per gram, what is the gain or loss?
3. A room is 24 feet long, 21 feet broad and 12 feet high. Express in square yards the area of each wall.

#### Geometry.

1. Construct a triangle ABC with BC = 4.6 cm., angle B = 68°, angle C = 59°. Of what size is angle A?
2. State how many sides and angles must be known in order to fix the size and shape of a triangle in three different cases.
3. Two men set out from the same place at the same time, one going N.E. at 4 miles an hour and the other N.W. at 3 miles an hour. Find by a diagram (a mile to ½ inch) how far apart they will be in 2 hours.

#### Algebra.

1. Add together  $5x^3 - 4x^2y + 7xy^2 - 2y^3$ ;  $2x^3 - 8xy^2 + 5y^3$ ; and  $-7x^3 + 9x^2y - 6xy^2 - 3y^3$ .
2. In a train there are  $(5x - 7y)$  passengers. Of these  $(2y - 3z)$  are first class. How many are third?
3. If  $a = 4$ ,  $b = 2$ ,  $c = 6$ ,  $x = 0$ , find the values of,—  
 $5b^2c$ ;  $7c^2x^2$ ;  $\frac{9a^3b^2c}{a^2bc^2}$

#### Latin.

1st year. (Scott and Jones.)

1. Write the Imperf. Indic. Act. of "sum," "dormio," and "vito."
2. (a), Translate, § 53, lines 11-18 ("Brutus dat . . tutus est"). (b), Write narration.
3. Translate § 72A, sentences 2, 5, 14.

2nd year.

1. Decline "Homo prudens," and "mare altius."
2. (a), Translate *Gradatim*, § 28, (b), Write narration.
3. Translate sentences 2 and 3, English into Latin, of Exercises XII.B and XIII.B (*Principia Latina*).

#### French.

- A 1. Write a French letter, (a), from Charles in town to Henry in the country, or, (b), about a first riding lesson.
2. Show in sentences two ways of asking questions in French, using the following,—*she takes lessons, you sell, I answered, we wait, they like,*
- or, 2. Describe fully, in French, how *Le pêcheur se prépare à pêcher; il prend du poisson.*
- B 1. Make up a short French conversation between (a), two people at the market, or, (b), two children walking along a road.
2. Give five French sentences (a), which would be useful in a shop in France, or, (b), using *there is, there are not, a beautiful garden, a long lesson, a tired child.*

#### Drawing (with brush and in colour).

1. An original illustration, with title, for *Macbeth*, or, *Pericles*.
2. (a), A man sweeping up leaves, or, (b), some wild fruits.

#### Musical Appreciation.

What music by Beethoven have you heard this term? Make a list, and say in each case for what instrument the work was written.

#### Recitations.\*

Father to choose a hymn, a poem, or, a scene from *Macbeth*, and two passages from the Bible Lessons.

#### Reading.\*

Father to choose unseen passage.

#### Music.\*

Examine in work done and report progress.

#### Singing.\*

Father to choose an English and a French song, and two tonic sol-fa exercises.

#### Drill.\*

Drill, before parents.

#### Work.\*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 7th. Papers to be posted on Saturday, the 12th, with no other enclosure. (Please note that the Examiners take 7 weeks from the 12th.)



N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear, or (d) the totals of parents' marks are not given.

N.B. 4.—Cambridge paper must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.